

## Textbook Alignment to the Utah Core –U.S. History II

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list  
([www.schools.utah.gov/curr/imc/indvendor.html](http://www.schools.utah.gov/curr/imc/indvendor.html).) Yes x No*

Name of Company and Individual Conducting Alignment:         
Randy Amick

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

**X** On record with the USOE.

☐ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): U.S. History II Core Curriculum

**Title:** The American Vision © 2008 **ISBN#:** 0-07-874521-7

**Publisher:** The McGraw-Hill Companies

Overall percentage of coverage in the <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> of the Utah State Core Curriculum: _____%			
Overall percentage of coverage in <i>ancillary materials</i> of the Utah Core Curriculum: _____%			
<b>STANDARD I: Students will expand their knowledge of pre-Reconstruction America.</b>			
Percentage of coverage in the <i>student and teacher edition</i> for Standard I: _____%		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard I: _____%	
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>
<b>Objective 1.1: Examine the American colonial experience.</b>			
<b>a.</b>	Identify reasons for the establishment of colonies in America.	<b>Student Edition:</b> 12-13, 14-23, 24-33, 38-41 <i>Analyzing Geography</i> 39 <i>National Geographic</i> 39 <i>Primary Source</i> 25, 44-45 <b>Teacher Wraparound Edition:</b> AG 39; C 33; DI 13; RS 18, 20	
<b>b.</b>	Examine the rise of American culture in the New England, Middle, and Southern colonies.	<b>Student Edition:</b> 34-41, 42-47, 91 <b>Teacher Wraparound Edition:</b> AS 44; C 41, 91; CT 38; EC 40; HO 35; RS 37	

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 1.2: Investigate the development of the United States government, its institutions, and its politics.</b>				
<b>a.</b>	Identify the philosophies which influenced the development of the Constitution, separation of powers, balance of power, and the elastic clause.	<b>Student Edition:</b> 45-47, 73, 108-109, 112, 120-122, 135, 190 <i>Analyzing Supreme Court Cases</i> 191 <i>Debates in History</i> 112-113 <i>People in History</i> 40 <i>Reading Check</i> 47 <b>Teacher Wraparound Edition:</b> AS 46, 112; C 109; EC 40; RC 47; WS 112		
<b>b.</b>	Analyze the Constitution's creation and impact on the new United States.	<b>Student Edition:</b> 104-109, 110-115, 120-129, 154-159 <i>Analyzing Visuals</i> 108 <i>Debates in History</i> 112-113 <i>Infographic</i> 108, 122-123 <b>Teacher Wraparound Edition:</b> AV 108; C 109, 115, 129; CT 112, 121		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>c.</b>	Trace the development of American government and politics from the Federalist period through Jacksonian democracy.	<b>Student Edition:</b> 158-159, 162-167, 168-173, 176-181, 188-193, 212-215, 222-229 <i>Analyzing Supreme Court Cases</i> 171, 191 <b>Teacher Wraparound Edition:</b> C 167, 173, 193, 215, 229; CT 190, 228; S1 220; S3 221		
<b>Objective 1.3: Analyze the growth and division of the United States from 1820 through 1877.</b>				
<b>a.</b>	Trace the United States' expansion and growth from the Atlantic to the Pacific.	<b>Student Edition:</b> 212-213, 226-227, 252-253, 254-257, 263, 264-265, 269, 270-272, 276 <i>Analyzing Geography</i> 213, 227, 256 <i>National Geographic</i> 213, 227, 256 <b>Teacher Wraparound Edition:</b> AG 213, 227, 256; C 257; F 252; HO 255, 265; S1 252; S2 253; S3 253; SP 256		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>b.</b>	Recognize the sectional differences that developed during the antebellum period.	<b>Student Edition:</b> 282-283, 284-293, 294-301, 302-307 <i>Analyzing Time Lines</i> 304-305 <i>Debates in History</i> 298-299 <i>National Geographic</i> 292 <i>Primary Source</i> 286-287 <b>Teacher Wraparound Edition:</b> AS 286; C 293, 301, 307; CT 288; S1 282; S2 282; S3 283		
<b>c.</b>	Evaluate the causes, course, and consequences of the Civil War.	<b>Student Edition:</b> 284-293, 294-301, 302-307, 308, 312-313, 320-327, 328-333, 336-341, 344-349, 350, 354-355, 356-363, 372-377 <i>Analyzing Time Lines</i> 304-305 <i>Infographic</i> 357 <i>National Geographic</i> 322-323, 325, 342-343 <b>Teacher Wraparound Edition:</b> C 293, 301, 307, 341, 363, 377; S2 312; S5 313		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>d.</b>	Analyze the successes and failures of the Reconstruction period following the Civil War.	<b>Student Edition:</b> 356-363, 366-371, 372-377, 378 <i>Analyzing Geography</i> 362 <i>Analyzing Visuals</i> 357, 359 <i>Infographic</i> 357 <i>National Geographic</i> 362 <i>Primary Source</i> 359, 367, 376 <i>Reading Check</i> 358 <b>Teacher Wraparound Edition:</b> AG 362; AS 358; AV 357, 359; C 363, 371, 377; HO 357, 367, 374; RC 358; RS 358		
<b>e.</b>	Examine the United States' policies relating to American Indians.	<b>Student Edition:</b> 192-193, 226-227, 257, 398-403 <b>Teacher Wraparound Edition:</b> AS 400; C 403; CT 226, 402; DI 400; SP 227; WS 399, 400, 401		

STANDARD II: Students will understand how the growth of industry changed the United States.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 2.1: Assess how transportation, communication, and marketing improvements and innovations transformed the American economy in the late 19 <sup>th</sup> and early 20 <sup>th</sup> centuries.				
a.	Identify major American inventions and how they affected the United States; e.g., telephone, electricity, car, motion pictures.	<b>Student Edition:</b> 412-414, 416-419, 596-600, 612-613, 802-805 <i>Analyzing Time Lines</i> 412-413 <i>Technology and History</i> 598-599 <b>Teacher Wraparound Edition:</b> AS 599, 803; DI 413, 600; RS 599; SP 412; WS 412		
b.	Explain the expansion of transportation and communication in the United States following the Civil War.	<b>Student Edition:</b> 412-414, 416-419, 541, 596-598 <i>Analyzing Visuals</i> 419, 597 <i>History and Geography</i> 417 <i>Infographic</i> 597 <b>Teacher Wraparound Edition:</b> AV 419, 597; CT 451; DI 413; SP 417		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>c.</b>	Determine the impact of industrialization on the American economy and society.	<b>Student Edition:</b> 410-415, 422-427, 428-435, 442-445, 450-455 <i>Analyzing Visuals</i> 429 <i>Primary Source</i> 452-453 <b>Teacher Wraparound Edition:</b> AV 429; C 415, 427; WS 412		
<b>d.</b>	Examine how the market revolution affected retail distribution of goods in the cities and in rural areas.	<b>Student Edition:</b> 414-415, 422-423, 427, 470-471, 598 <b>Teacher Wraparound Edition:</b> AS 425; CT 427		
<b>Objective 2.2: Evaluate the prominent business leaders and the business organizations that influenced the growth of industrialization in the United States.</b>				
<b>a.</b>	Examine the roles of American industrialists; e.g., Rockefeller, Morgan, Carnegie, Vanderbilt, Ford.	<b>Student Edition:</b> 424-427, 596-598 <i>People in History</i> 426 <b>Teacher Wraparound Edition:</b> AH 426; AS 424, 426; CT 415; WS 425		



<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>b.</b>	Evaluate the growth and influences of monopolies and trusts on capitalism.	<b>Student Edition:</b> 424-427, 528-530, 537 <i>Analyzing Supreme Court Cases</i> 531 <i>Political Cartoons</i> 529 <b>Teacher Wraparound Edition:</b> AS 425; CT 426, 530		
<b>Objective 2.3:</b> Assess how the growth of industry affected the movement of people into and within the United States.				
<b>a.</b>	Determine the demographic changes in population from the 1890s to the present.	<b>Student Edition:</b> 442-447, 450, 620, 920-922, 1016-1019 <i>Analyzing Primary Sources</i> 448-449, 1020-1021 <i>Analyzing Visuals</i> 921 <i>National Geographic</i> 443, 620 <i>Primary Source</i> 444-445 <i>Reading Check</i> 444 <b>Teacher Wraparound Edition:</b> AS 922; AV 921; CT 620; DI 444, 921; HO 446; RC 444		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>b.</b>	Investigate the influences that affected various immigrant groups entering the United States.	<b>Student Edition:</b> 446-447, 921-925 <i>Analyzing Primary Sources</i> 448-449, 1020-1021 <i>Document-Based Questions</i> 449 <i>Geography &amp; History</i> 456-457 <i>National Geographic</i> 443 <i>Political Cartoons</i> 446 <i>Primary Source</i> 922-923 <b>Teacher Wraparound Edition:</b> AS 449; C 455; CT 922; DBQ 449, 1021; DI 448; RS 1020		
<b>c.</b>	Examine the working conditions of immigrant workers; e.g., factory, mine, agriculture, transportation.	<b>Student Edition:</b> 428, 445, 452-454, 812-813, 920-925 <i>Analyzing Primary Sources</i> 448-449, 1020-1021 <i>Analyzing Visuals</i> 526 <i>Geography &amp; History</i> 456-457 <i>History and Geography</i> 417 <i>Primary Source</i> 392, 444, 452-453, 526, 922-923, 924 <b>Teacher Wraparound Edition:</b> AS 924; AV 526; C 925; CT 454, 923		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 2.4: Investigate the challenges presented to urban inhabitants.</b>				
<b>a.</b>	Identify how American cities spawned American architecture.	<b>Student Edition:</b> 450-451 <i>Analyzing Visuals</i> 451 <i>Technology &amp; History</i> 451 <b>Teacher Wraparound Edition:</b> AS 452; AV 451; DI 452		
<b>b.</b>	Examine living conditions in tenements.	<b>Student Edition:</b> 453, 468 <i>Primary Source</i> 452-453 <b>Teacher Wraparound Edition:</b> DI 453; F 468; WS 452		
<b>c.</b>	Compare the attitudes of Social Darwinism with those of Social Gospel believers.	<b>Student Edition:</b> 458-460, 464-467 <i>Debates in History</i> 464-465 <i>Document-Based Questions</i> 459 <i>Primary Source</i> 459 <b>Teacher Wraparound Edition:</b> AS 459; DBQ 459; WS 466		

STANDARD III: Students will recognize how social reform occurred at the turn of the century.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	Not covered in <i>TE, SE or ancillaries</i> ✓
<b>Objective 3.1: Investigate reform movements and their prominent leaders.</b>				
<b>a.</b>	Examine the problems faced by American farmers that were created by the new market economy and the rise of the Populist Party.	<b>Student Edition:</b> 470-475 <i>Analyzing Visuals</i> 472 <i>Political Cartoons</i> 472 <b>Teacher Wraparound Edition:</b> AV 472; DI 471, 473; RS 471		
<b>b.</b>	Analyze the growth and influence of political machines; e.g., muckrakers, Progressives.	<b>Student Edition:</b> 455, 518-519, 520-527, 528-535 <i>Political Cartoons</i> 454 <i>Primary Source</i> 520, 534 <i>Reading Check</i> 455 <b>Teacher Wraparound Edition:</b> C 527; RC 455; RS 521, 522, 526; S1 518; S2 518; S3 519		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>c.</b>	Investigate the emerging civil rights movements for women and African Americans.	<b>Student Edition:</b> 480-481, 524-525, 541 <i>Analyzing Time Lines</i> 524-525 <i>People in History</i> 480 <b>Teacher Wraparound Edition:</b> C 481; S1 518; SP 525; WS 524		
<b>Objective 3.2: Assess the growth and development of labor unions and their key leaders.</b>				
<b>a.</b>	Trace the development of national labor unions.	<b>Student Edition:</b> 428-435, 473 <i>Infographic</i> 430 <i>Primary Source</i> 429 <b>Teacher Wraparound Edition:</b> CT 435, 475; HO 429; IA 431; WS 435		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>b.</b>	Determine the impact of collective bargaining.	<b>Student Edition:</b> 432-435, 526-527, 529 <i>Infographic</i> 433 <b>Teacher Wraparound Edition:</b> CT 435; HO 429; WS 433		
<b>c.</b>	Analyze the development of socialism in the United States.	<b>Student Edition:</b> 430, 434-435, 527 <i>Debates in History</i> 664-665 <i>People in History</i> 434 <b>Teacher Wraparound Edition:</b> AH 434; AS 434; CT 430; RS 471		

<b>STANDARD IV: Students will understand how war affected the early 20<sup>th</sup> century.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: _____ %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____ %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 4.1: Investigate how the United States became involved in imperialism and the Spanish-American War.</b>				
<b>a.</b>	Determine the economic, social, and military affects of United States imperialism.	<b>Student Edition:</b> 490-495, 496-503, 506-511 <i>Debates in History</i> 500-501 <i>National Geographic</i> 509 <i>Past &amp; Present</i> 506-507 <i>Political Cartoons</i> 502 <i>Primary Source</i> 491 <b>Teacher Wraparound Edition:</b> AS 501; C 495, 503, 511; CT 492, 508; DI 493; HO 491; WS 501, 509		
<b>b.</b>	Examine the cause, course, and consequences of the Spanish-American War.	<b>Student Edition:</b> 496-503, 514 <i>Primary Source</i> 497, 498-499 <b>Teacher Wraparound Edition:</b> C 503; CT 497, 499, 502		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>c.</b>	Assess how America's imperialism altered relationships with the Far East and Latin America.	<b>Student Edition:</b> 501-503, 504-511 <i>Debates in History</i> 500-501 <i>National Geographic</i> 509 <b>Teacher Wraparound Edition:</b> C 511; CT 507, 508, 509; RS 502, 505; WS 511		
<b>Objective 4.2: Examine how World War I affected the military and the home front of the United States.</b>				
<b>a.</b>	Identify major causes of World War I and the United States' involvement and influence in the war; e.g., Wilson's Fourteen Points, the Versailles Treaty	<b>Student Edition:</b> 549-555, 564-573 <i>Debates in History</i> 552-553 <i>Infographic</i> 570-571 <i>National Geographic</i> 549, 565 <i>Primary Source</i> 550-551 <i>Turning Points</i> 554 <b>Teacher Wraparound Edition:</b> C 555; HO 549, 565; SP 549, 573		
<b>b.</b>	Determine the reasons the United States Senate refused to join the League of Nations.	<b>Student Edition:</b> 573 <i>Analyzing Visuals</i> 572 <i>Political Cartoons</i> 572 <b>Teacher Wraparound Edition:</b> AS 572; SP 573		



OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i> (SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
c.	Examine the impact World War I had on the United States; e.g., government policy, industrial might, civil liberties.	<b>Student Edition:</b> 556-561, 565-566, 576-581, 582, 594-595 <i>Technology &amp; History</i> 566-567 <b>Teacher Wraparound Edition:</b> C 561, 581; EC 559; HO 557, 577		
<b>STANDARD V: Students will understand how Americans reacted to rapid social change during the 1920s.</b>				
Percentage of coverage in the <i>student and teacher edition</i> for Standard V: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard V: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i> (SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<b>Objective 5.1: Analyze how the United States coped with rapid economic and technological advances.</b>				
a.	Investigate how mass media affected American society.	<b>Student Edition:</b> 600-601, 612-613 <i>Analyzing Visuals</i> 599, 612 <i>Primary Source</i> 600-601, 612 <b>Teacher Wraparound Edition:</b> AV 599, 612; C 613; DI 600; S4 589		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>b.</b>	Assess how new inventions and consumerism influenced daily life.	<b>Student Edition:</b> 596-601, 612-613, 615 <i>Analyzing Visuals</i> 599 <i>Infographic</i> 597 <i>Technology &amp; History</i> 598-599 <b>Teacher Wraparound Edition:</b> AS 615; AV 599; CT 600		
<b>c.</b>	Explain how the automobile affected the business and landscape of America.	<b>Student Edition:</b> 596-598 <i>Infographic</i> 597 <i>Technology &amp; History</i> 598-599 <b>Teacher Wraparound Edition:</b> S2 588; WS 598		
<b>Objective 5.2: Examine the experiences of black Americans and women in the early 20<sup>th</sup> century.</b>				
<b>a.</b>	Account for the sudden growth of black consciousness.	<b>Student Edition:</b> 558, 561, 578, 616-621, 622 <i>Analyzing Visuals</i> 619 <b>Teacher Wraparound Edition:</b> AV 619; C 621; CT 620		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i> (SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<b>b.</b>	Describe the changes in women's attitudes and roles in society.	<b>Student Edition:</b> 558, 561, 606-607 <i>Analyzing Visuals</i> 607 <i>Primary Source</i> 606-607 <b>Teacher Wraparound Edition:</b> AS 606, 607, 614; AV 607; DI 607		
<b>STANDARD VI: Students will understand how the Great Depression and the New Deal affected the United States.</b>				
Percentage of coverage in the <i>student and teacher edition</i> for Standard VI: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VI: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i> (SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<b>Objective 6.1: Investigate the impact of the Great Depression on the United States.</b>				
<b>a.</b>	Analyze the major causes of the Great Depression.	<b>Student Edition:</b> 628-633, 644 <i>Analyzing Visuals</i> 632 <i>Infographic</i> 632 <i>Turning Point</i> 630-631 <b>Teacher Wraparound Edition:</b> AS 630; AV 632; C 633; S1 626		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>b.</b>	Examine the social effects of the Great Depression.	<b>Student Edition:</b> 634-637, 644 <i>Primary Source</i> 642 <b>Teacher Wraparound Edition:</b> C 637, 643; CT 630; HO 629; RS 636; S2 626		
<b>Objective 6.2: Analyze the long-term effects of the New Deal on the United States.</b>				
<b>a.</b>	Explore the purposes and effectiveness of the New Deal; e.g., presidency, economics, politics.	<b>Student Edition:</b> 650-659, 662-667, 668-673 <i>Analyzing Time Lines</i> 645-655 <i>Infographic</i> 672 <b>Teacher Wraparound Edition:</b> ATL 655; C 659, 673; CT 654; S1 648; S2 648; S3 649; SP 654		
<b>b.</b>	Investigate the shift of power from state to federal government.	<b>Student Edition:</b> 658-659, 667, 673 <i>Debates in History</i> 664-665 <i>Document-Based Questions</i> 665 <i>Reading Check</i> 664, 673 <b>Teacher Wraparound Edition:</b> AS 660; DH 665; RC 664, 673		

STANDARD VII: Students will understand the causes, course, and consequences of the United States’ role in World War II.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard VII: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VII: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 7.1: Determine how America shifted from isolationism to intervention.				
a.	Analyze the factors that led to militarism and fascist aggression in the world.	<b>Student Edition:</b> 682-685, 688-693, 708 <i>National Geographic</i> 683, 689 <i>Reading Check</i> 685 <b>Teacher Wraparound Edition:</b> C 687, 693; CT 684; RC 685; RS 684; S1 680		
b.	Determine how the attack on Pearl Harbor forced the United States out of isolationism.	<b>Student Edition:</b> 705-707 <i>Turning Point</i> 706 <b>Teacher Wraparound Edition:</b> AS 706; C 707; CT 706; RS 706		
c.	Examine how the alliance systems led the United States into World War II.	<b>Student Edition:</b> 702-707 <i>Document-Based Questions</i> 705 <i>Primary Source</i> 704-705 <b>Teacher Wraparound Edition:</b> AS 705; C 707; DBQ 705; RS 705		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>d.</b>	Investigate the major campaigns of the United States in the European and Pacific theaters; e.g., Midway, D-Day, Battle of the Bulge, island hopping, and the bombing of Japan.	<b>Student Edition:</b> 722-727, 736-743, 746-753 <i>Analyzing Time Lines</i> 738-739, 748-749 <i>Geography &amp; History</i> 744-745 <i>Infographic</i> 747 <i>National Geographic</i> 724, 737, 741 <i>Primary Source</i> 726 <b>Teacher Wraparound Edition:</b> AS 723, 741; C 743, 753; CT 740; DI 748; SP 739		
<b>Objective 7.3: Evaluate how the rules and weapons of war changed during World War II.</b>				
<b>a.</b>	Assess how the war expanded beyond military targets to civilian centers.	<b>Student Edition:</b> 693, 694-699, 749, 751-752 <i>Debates in History</i> 750-751 <i>National Geographic</i> 698 <i>Primary Source</i> 692, 696-697 <b>Teacher Wraparound Edition:</b> AS 749, 750, 752; CT 749; DH 751		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>b.</b>	Evaluate how technology changed the weapons used in World War II and introduced the atomic age.	<b>Student Edition:</b> 716-717, 749, 750-752 <i>Debates in History</i> 750-751 <b>Teacher Wraparound Edition:</b> AS 715, 749, 750; DI 751		
<b>Objective 7.2: Examine the impact World War II had on the American home front.</b>				
<b>a.</b>	Identify the impact of World War II on minority groups in America.	<b>Student Edition:</b> 718-721, 728-730, 732 <i>Analyzing Supreme Court Cases</i> 733 <i>Analyzing Visuals</i> 719, 720, 729 <i>People in History</i> 742 <i>Primary Source</i> 718-719, 720, 729 <b>Teacher Wraparound Edition:</b> AV 719, 720, 729; C 721; CT 719, 720; WS 720		
<b>b.</b>	Examine the role women played in the wartime workforce.	<b>Student Edition:</b> 721, 728-730 <i>Analyzing Visuals</i> 720, 729 <i>Primary Source</i> 720, 729 <b>Teacher Wraparound Edition:</b> AS 729; AV 720, 729; CT 729; WS 729		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i> (SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
c.	Trace American mobilization for war.	<b>Student Edition:</b> 714-721, 729 <i>Primary Source</i> 716, 718-719, 729 <b>Teacher Wraparound Edition:</b> AS 717, 718, 729; C 721; CT 715; DI 720		
<b>STANDARD VIII: Students will understand the United States' domestic and international position in the Cold War era.</b>				
Percentage of coverage in the <i>student and teacher edition</i> for Standard VIII: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VIII: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i> (SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<b>Objective 8.1: Investigate how the postwar goals and action of the United States and the Soviet Union were manifested throughout the world.</b>				
a.	Analyze the organization and operation of the United Nations.	<b>Student Edition:</b> 752-753 <i>Document-Based Questions</i> 752 <i>Reading Check</i> 753 <b>Teacher Wraparound Edition:</b> DBQ 752; RC 753		



<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>b.</b>	Evaluate the effectiveness of American post-war foreign policy in Europe and the Soviet Union's reaction.	<b>Student Edition:</b> 760-765, 766-773 <i>Debates in History</i> 762-763 <i>Primary Source</i> 761 <b>Teacher Wraparound Edition:</b> AS 767, 769; CT 761, 762, 767, 768; RS 674, 771; S1 758; S4 759		
<b>c.</b>	Examine the world's reaction to nuclear weapons.	<b>Student Edition:</b> 750-752, 782-783, 834-835 <i>Debates in History</i> 750-751 <i>Document-Based Questions</i> 751 <b>Teacher Wraparound Edition:</b> AS 750, 751, 752; CT 752; DH 751		
<b>Objective 8.2: Analyze the Cold War ideology of the United States' involvement in Asia.</b>				
<b>a.</b>	Explain America's reaction to the fall of China to Communism under Mao Zedong.\	<b>Student Edition:</b> 770 <b>Teacher Wraparound Edition:</b> CT 770		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>b.</b>	Trace American and United Nations involvement in the Korean police action.	<b>Student Edition:</b> 771-773 <i>Infographic</i> 770-771 <b>Teacher Wraparound Edition:</b> AG 771; C 773; CT 772, 773; RS 771; SP 771		
<b>c.</b>	Examine the various factors that drew the United States into conflict with North Vietnam and Ho Chi Minh.	<b>Student Edition:</b> 882-889 <i>Analyzing Geography</i> 883 <i>Debates in History</i> 887 <i>Geography &amp; History</i> 890 <i>National Geographic</i> 883 <i>Reading Check</i> 884 <b>Teacher Wraparound Edition:</b> AG 883; AS 886; C 889; CT 883, 885; DH 887; RC 884; S1 880		
<b>d.</b>	Investigate how the Vietnam War changed the nature of warfare.	<b>Student Edition:</b> 885, 888-889, 899, 903 <i>Analyzing Visuals</i> 902 <i>Primary Source</i> 902 <b>Teacher Wraparound Edition:</b> AV 902; CT 888, 890, 891; RS 883		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 8.3: Summarize the political, social, and economic reactions to the Cold War in the United States.</b>				
<b>a.</b>	Examine the successes and failures of the various political administrations; e.g., Kennedy, Johnson, Nixon.	<b>Student Edition:</b> 826-829, 830-835, 838-843, 844, 885-889, 898-903, 935-939, 940-945 <i>Analyzing Supreme Court Cases</i> 943 <i>Analyzing Visuals</i> 842 <i>Infographic</i> 842 <b>Teacher Wraparound Edition:</b> AS 826, 832; AV 842; C 843, 939; DI 842; S1 822; S2 822		
<b>b.</b>	Analyze the Great Society programs aimed at ending poverty.	<b>Student Edition:</b> 839-843 <i>Analyzing Visuals</i> 839, 842 <i>Infographic</i> 842 <i>Past &amp; Present</i> 840-841 <b>Teacher Wraparound Edition:</b> AS 840, 842; AV 839, 842; C 843; CT 843; HO 839; S3 823		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>c.</b>	Examine the impact of McCarthyism and Watergate on citizens' attitudes toward government.	<b>Student Edition:</b> 777-778, 942-945 <i>Analyzing Supreme Court Cases</i> 779, 943 <i>Analyzing Visuals</i> 777, 944 <i>Political Cartoons</i> 777, 944 <i>Reading Check</i> 945 <b>Teacher Wraparound Edition:</b> AS 778; AV 777, 944; RC 945; WS 778		
<b>d.</b>	Trace the development of space exploration.	<b>Student Edition:</b> 815, 832 <i>Making Connections</i> 985 <i>Past &amp; Present</i> 984-985 <i>Technology &amp; History</i> 832-833 <i>Turning Point</i> 784 <b>Teacher Wraparound Edition:</b> AS 784, 833, 984; CT 1007; MC 985; RS 984; SP 985		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 4: Investigate the end of the Cold War and examine America's role in the changing world.</b>				
<b>a.</b>	Compare differing American reactions to overseas military involvement.	<b>Student Edition:</b> 892-895, 980, 992-993, 1046, 1055 <i>Analyzing Visuals</i> 893, 895, 980 <i>Political Cartoons</i> 893 <i>Primary Source</i> 894-895 <i>Reading Check</i> 1055 <b>Teacher Wraparound Edition:</b> AV 893, 895, 980; C 1055; EC 895; RC 1055; WS 1046		
<b>b.</b>	Trace the events that resulted in the breakup of the USSR.	<b>Student Edition:</b> 979, 980-981, 990-992 <i>Analyzing Geography</i> 991 <i>Analyzing Visuals</i> 980 <i>National Geographic</i> 991 <i>Reading Check</i> 992 <b>Teacher Wraparound Edition:</b> AG 991; AV 980; RC 992; SP 979		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>c.</b>	Examine the superpower status of the United States in the World.	<b>Student Edition:</b> 491-492, 800, 832, 835, 887, 979-981, 991-992 <i>Debates in History</i> 750-751 <i>Technology &amp; History</i> 783 <i>Turning Point</i> 784, 1037 <b>Teacher Wraparound Edition:</b> C 981; SP 491		
<b>STANDARD IX: The students will understand the emergence and development of the human rights and culture in the modern era.</b>				
Percentage of coverage in the <i>student and teacher edition</i> for Standard IX: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IX: _____ %		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 9.1: Analyze how the civil rights movement affected United States society.</b>				
<b>a.</b>	Identify the causes and consequences of civil rights legislation and court decisions.	<b>Student Edition:</b> 850-852, 857, 864-867, 876, 952-955 <i>Analyzing Supreme Court Cases</i> 853 <i>Analyzing Time Lines</i> 861 <i>Analyzing Visuals</i> 866 <i>Document-Based Questions</i> 853 <i>People in History</i> 851 <b>Teacher Wraparound Edition:</b> AS 853; ATL 861; C 867; CT 866; DBQ 853; HO 851, 874; RS 864; T 851, 853; WS 856		
<b>b.</b>	Investigate the fight for the political, economic, and social equality of women.	<b>Student Edition:</b> 914-919 <i>Analyzing Visuals</i> 918 <i>Debates in History</i> 916-917 <i>Document-Based Questions</i> 915, 917 <i>Primary Source</i> 915, 918 <b>Teacher Wraparound Edition:</b> AS 918; AV 918; C 919; CT 915, 918; DBQ 915, 917; WS 916		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>c.</b>	Analyze how the black civil rights movement utilized both social and political actions to achieve its goals.	<b>Student Edition:</b> 850-857, 858-867, 872-874, 876, 952-955 <i>Analyzing Supreme Court Cases</i> 853 <i>Analyzing Time Lines</i> 860-861 <i>Infographic</i> 874 <i>Primary Source</i> 856, 859, 866 <i>Turning Point</i> 854-855 <b>Teacher Wraparound Edition:</b> CT 859; DI 852, 861; HO 851; RS 854		
<b>d.</b>	Investigate the gains in civil rights made by the American Indian nations, Mexican Americans, and other ethnic groups in the last half of the twentieth century.	<b>Student Edition:</b> 920-925, 955-957, 987, 1016-1017 <i>Analyzing Visuals</i> 921 <i>Primary Source</i> 924 <b>Teacher Wraparound Edition:</b> AS 924; AV 921; C 925, 957; CT 955; RS 924		



<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 9.2: Analyze the impact of the counter- culture since the 1960s.</b>				
<b>a.</b>	Trace the development of the counter-culture from the anti-Vietnam movement.	<b>Student Edition:</b> 892-895, 898-899, 910-913, 987 <i>Analyzing Visuals</i> 895 <i>Document-Based Questions</i> 912 <i>Primary Source</i> 894-895, 899, 911 <b>Teacher Wraparound Edition:</b> AV 895; C 913; DBQ 912; S1 908		
<b>b.</b>	Assess the development of mass media as the voice of the counter-culture.	<b>Student Edition:</b> 805-807, 1005 <i>Analyzing Visuals</i> 806 <i>Primary Source</i> 806, 912 <i>Reading Check</i> 807 <b>Teacher Wraparound Edition:</b> AS 804, 912; AV 806; C 807; RC 807; RS 804		
<b>c.</b>	Examine the impact of drugs on the counter-culture and the United States.	<b>Student Edition:</b> 913, 986 <b>Teacher Wraparound Edition:</b> AS 986; C 987; RS 986; S3 967		

<b>STANDARD X: The students will understand economic and political changes in contemporary America.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard X: _____ %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard X: _____ %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 10.1: Analyze the economy of the contemporary United States.</b>				
<b>a.</b>	Examine the effects of economics on modern society.	<b>Student Edition:</b> 968-970, 976-977, 1008-1009, 1022-1024 <i>Analyzing Visuals</i> 1024 <i>Debates in History</i> 976-977, 1010-1011 <i>National Geographic</i> 1023 <i>Reading Check</i> 1024 <b>Teacher Wraparound Edition:</b> AV 1024; CT 976; RC 1024; WS 976, 977, 1024		
<b>b.</b>	Trace the development of computers and the Internet and their impact on American business and globalization.	<b>Student Edition:</b> 1002-1005 <i>Analyzing Visuals</i> 1003, 1004 <i>Primary Source</i> 1004 <i>Technology &amp; History</i> 1003 <b>Teacher Wraparound Edition:</b> AS 1004; AV 1003, 1004; CT 1003		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 10.2: Determine how politics was changed by the end of the Cold War.</b>				
<b>a.</b>	Examine the “Reagan Revolution,” its goals, success, and failures.	<b>Student Edition:</b> 976-981, 982-983, 990-992 <i>Debates in History</i> 976-977 <i>Primary Source</i> 980, 983 <i>Reading Check</i> 981 <b>Teacher Wraparound Edition:</b> C 981; DH 977; RC 981; WS 979		
<b>b.</b>	Determine the impact of environmentalism on the United States.	<b>Student Edition:</b> 958-961, 1025 <i>Analyzing Visuals</i> 959, 960 <i>Political Cartoons</i> 960 <b>Teacher Wraparound Edition:</b> AS 960; AV 959, 960; C 961, 1025; CT 960		
<b>c.</b>	Analyze the impact of international terrorism on the United States	<b>Student Edition:</b> 1036-1041, 1042-1047, 1055 <i>Analyzing Time Lines</i> 1044-1045 <i>National Geographic</i> 1038 <i>Turning Point</i> 1037 <b>Teacher Wraparound Edition:</b> C 1047; CT 1038, 1039, 1043; SP 1038		